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ABSTRACT

This course description summarizes a course that was designed for individuals, both interviewers and interviewees, who desire the skills and techniques necessary to serve effectively in their respective roles. The course was prepared especially for students wishing to gain: (1) an understanding of the interviewing process; (2) the prerequisite to employment interviewing; (3) integrated skills within the appropriate context of an interview; and (4) information useful in directing and participating in the various types of interviews. Goals, objectives, and readings are listed for eight units on: the interviewing process; structuring the interview; informational interviewing (both the survey and journalistic interview); employment interviewing; performance interviewing; counseling interviewing; and persuasive interviewing. A set of long-range course objectives and a glossary are also included. (MS)

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INTERVIEWING STRATEGIES

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RATIONALE

There are some people who will say that interviewing and being interviewed is simple. But like most pursuits, interviewing is a craft and a profession; rarely a science, and sometimes an art. Interviewing is similar to playing the piano --a fair degree of skill can be acquired without formal instruction. But there is a world of difference in technique and in finesse between the amateur who plays "by ear" and the accomplished concert pianist.

The self instructed pianist mechanically reporduces on the keyboard certain melodies committed to memory, but the concert pianist creates an effect that is pleasing to the audience and accurately expresses his inner feelings. The professional interviewer and interviewee, too, differ from the amateur in his appreciation of the principles of interview theory, and like the concert pianist, translates his understanding into a skillful performance. This performance is reached only after frequent, intensive, and dedicated practice.

This course is designed for individuals, both interviewers and interviewees, who desire the skills and techniques necessary to serve effectively in their respective roles.

INTERVIEWING STRATEGIES was prepared especially for students wishing to gain:

1. an understanding of the interviewing process;
2. the prerequisite to employment interviewing;
3. integrated skills within the appropriate context of an interview;
4. information useful in directing and participating in the various types of interviews.

At the conclusion of this course, enrollees will be able to:

1. define interviewing strategies;
2. recognize skill useage within an interview;
3. generalize the skills to practical use outside of the classroom experience.

COURSE DESCRIPTION

A. Curriculum placement: Speech Communication curriculum

B. Time assignment: 3 hrs. per week: lecture and activity

C. Description of student populations

1. Ability level of students: college sophomore
2. Occupations which they enter: all majors and occupations
3. Anticipated drop-out rate: 5%

GLOSSARY

Assessment:	The determination of ability, skill, or attitude.
Behavior:	Action; demonstrated ability, skill, or attitude.
Goal:	The general outcome toward which the student is directed.
Medium:	Any person, device, or situation intervening between the communication of an object to a student and the assessment of its attainment.
Note or Select:	Pick the correct choice from a given list of choices.
Objective:	The specific ability, skill, or attitude which the student is expected to attain.

Knowledge, Understanding, Application, Analysis, Synthesis, and Evaluation are as defined in Bloom, Benjamin: Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. The words in the objectives carry the following meanings:

Know:	Be able to recall data.
Understand:	Comprehend, translate, explain in simple terms.
Apply:	Relate sets of data to formulae or princples in a manner to approach accurate solutions.
Analyze:	Break down into relevant, component parts; deduce.
Synthesize:	Combine into appropriate format; induce.
Evaluate:	Apply criteria in order to form judgment: determine worth.

TEXTS

Stewart, Charles J. and Cash, William B., Interviewing Principles and Practices, Dubuque, Iowa: William C. Brown Publishers, 1982.

Krannich, Caryl R., Interview for Success, Virginia Beach, Virginia: Impact Publications, 1982.

OTHER GENERAL REFERENCES

Allen, Jeffrey G., How To Turn An Interview Into A Job, New York: Simon and Schuster, 1983.

Evans, David R., et. al., Essential Interviewing, Monterey, California: Brooks/Cole Publishing Co., 1979.

Gordon, Raymond L., Interviewing: Strategy, Techniques, and Tactics, Homewood, Illinois: The Dorsey Press, 1980.

Sitzmann, Marion and Garcia, Reloy, Successful Interviewing, Skokie, Illinois: National Textbook Company, 1976.

LONG-RANGE COURSE OBJECTIVES

These four long-range objectives are hypotheses by means of which the instructor may assess the effects of the course. The percentage figures represent expectations which have been derived from experience with the course at California State University, Long Beach.

1. On being contacted within one-year of completing the course, 50% of the students shall state verbally the objectives toward which the observed activities are designed to lead. Stated objectives will meet criteria of task, performance, and conditions.

2. Of the students who become interviewers within one year after completing the course, 50% will be using the techniques identified in the course.

3. Of the students who interview for employment within one year after completing the course, 50% will have implemented the interviewee techniques identified in the course.

4. Of the students who interview for employment within one year after completing the course, 75% will be placed in jobs more frequently than the average employment applicant.

NOTES ON THE COURSE

This course includes eight units, each containing its own validation, set of objectives, and list of media.

The validation is a short statement which gives a rationale for the inclusion of the unit within the course.

The objectives are stated in terms of student behaviors with conditions and standards of performance specified. The number listed after each specific objective refers to the degree of accuracy which is considered adequate for minimal achievement of the objective. Unless otherwise stated, quizzes will be given under usual examination conditions. Dates for assessment will be announced in class.

The achievement of specified objectives at the minimum level of competence does not preclude the student's learning additional concepts and techniques. For example, it is hoped that students will become committed to the democratic ideal of education for each person to the level of his ability. For the purposes of INTERVIEWING STRATEGIES, the goals have been translated into specific student behaviors.

Media listed include Readings, field trips, and audio-visual aids. For each objective in each unit you must read a minimum of one chapter as noted in the Readings for that unit and be prepared to verbally summarize key points.

During the time allotted for class meetings, the instructor may lecture or guide class discussions, invite guests, or bring in visual aids. The content of the course will be structured to lead students to the fulfillment of the specified objectives.

Grades: Students who complete most of the short papers, specifying tests, role-play situations, and class participation assignments specified will receive A or A-.

UNIT I

The Interviewing Process

Interviewing is a dynamic, complicated process between two complex parties operating with imperfect verbal and nonverbal symbols and often guided or controlled by the situation. In this unit the interviewing model with its many variables and interactions will be explained. A thorough understanding of the interviewing process is a prerequisite for successful interviewing.

I. Goal: You will be familiar with the complex interviewing model.

Objectives:

1. Verbally, in class, along with one or two colleagues, you will explain one segment of the complex interviewing model.

2. Verbally, in class, you will participate in a discussion of the kinds and types of interviews.

   Information giving
   Information gathering
   Selection
   Problems of interviewee's behavior
   Problems of interviewer's behavior
   Problem solving
   Persuasion

3. Outside of class, write a paper 500 words or less in which you pick one of the types of interviews listed in Obj. 2 and state your personal experience as an interviewer or interviewee.

UNIT I

Readings

For Objective 1

Stewart/Cash, Chapter 2
Barker, Larry L., Listening Behavior
Barker, Larry L. and Kibler, Robert J., Speech Communication Behavior: Perspectives and Principles
Brooks, William D. and Emmert, Philip, Interpersonal Communication
Johnson David W., Reaching Out: Interpersonal Effectiveness and Self-Actualization
Knapp, Mark L., Nonverbal Communication in in Human Interaction
Mortensen, C. David, Communication: The Study of Human Interaction
Samples, Bob and Wohlford, Bob, Opening

For Objectives 2 & Objective 3

Stewart/Cash, Chapter 1
Downs, Cal W., et. al., Professional Interviewing
Keltner, John, Elements of Interpersonal Communication
Pace, Wayne R., The Human Transaction
Siegman, Aron W. and Pope, Benjamin, Studies in Dyadic Communication

UNIT II

Structuring the Interview

The opening, body, and closing to an interview are vital to an interview's success. If during the opening the interviewer does not create the proper atmosphere for communication, the information during the body will fail. If the closing turns off the interviewee, the opening and body may be lost. There are many variables of the interviewing process that should serve as selection guides.

I. Goal: You will be able to identify the types of questions and question sequences.

Objective: 1. Given the six question types and four question sequences, you will match them with their definitions with 90% accuracy.

II. Goal: You will be able to structure an interview with an appropriate opening, body and closing.

Objective: 1. Outside of class, outline an employment interview with an appropriate opening, body, and closing. The outline should include a list of ten employment questions in the body section of the outline.

UNIT II

Readings

For Objective 1

Stewart/Cash, Chapter 4
Payne, Stanley L., The Art of Asking Questions
Gordon, Raymond L, Interviewing: Strategy, Techniques, and Tactics
Long, Lynette, et. al., Questioning: Skills for the Helping Process

For Goal 2, Obj. 1

Stewart/Cash, Chapter 3
Benjamin, Alfred, The Helping Interview
Richardson, Stephen A., et. al., Interviewing: Its Froms an Functions
Zunin, Leonard and Zunin, Natalie, The First Four Minutes

UNIT III

Informational Interviewing: The Survey Interview

The survey interview tends to be a circular process. We begin by delimiting a purpose and proceed step by step until we have come full circle back to our purpose that should now be fulfilled. The purpose of the survey interview is to establish a solid base of fact, draw conclusions, and determine future courses of action. The survey interviewer must make careful choices among sampling techniques, questions, coding, and recording methods.

I. Goal: The student will create and administer a survey interview.

Objective:

1. Select a national issue and research it. Prepare a twenty-minute, highly scheduled, standardized interview. Include an opening, all questions, appropriate answer spaces or options, and a closing. Use a variety of questions.

2. Try a simple interviewer bias experiment. With your issue interview in objective 1, interview 10 individuals. All questions are to be identical. In five of the interviews wear a conspicuous button or label that identifies a position, in the other five interviews, do not wear the button or lavel. Compare the results to see if your apparent bias seemed to affect answers received.

UNIT III

Readings

For Objective 1

Stewart/Cash, Chapter 5
Meyer, Philip, Precision Journalism
Morris, James S., Sampling in a Nutshell
Alwin, Duane F., Survey Design and Analysis
Oppenheim, A. N., Questionaire Design and Attitude Measurement
Rivers, William L., Finding Facts
Stephens, Frederick F., and McCarthy, Philip, Sampling Opinions: An Analysis of Survey Procedure

UNIT IV

Informational Interviewing: The Journalistic Interview

The journalistic interview, similar to the survey interview, tends to be a circular process. We begin with a purpose and proceed until we have come full circle back to our purpose. The purpose may be to elucidate, observe, discover, examine, or expose. Adaptability is the most important requirement for the journalistic interviewer and interview.

I. Goal: The student will understand the eight steps in a journalistic interview.

Objective:

1. Outside of class, you will watch a journalistic interview on television. You will critique the interview accordin to the principles described in the text.

2. Outside of class, you will sit in the studio audience for a radio or television interview. Prepare a five minute summary of the experience to be delivered in class.

UNIT IV

Readings

For Objective 1

Stewart/Cash, Chapter 6
Anderson, David and Benjaminson, Peter, Investigative Reporting
Ault, Philip H., and Emery, Edwin, Reporting the News
Charnley, Mitchell V., Reporting
Hohenberg, John, The Professional Journalist
Sherwood, Hugh C., The Journalistic Interview
Tyrrell, Robert, The Work of the Television Journalist

UNIT V

Employment Interviewing: The Selection Interview

The employment interview can be a productive two-way communication setting. Whether the goal is reached depends upon the participants. Both the employer and the applicant must be prepared to approach the interview in a systematic manner. As an applicant, we must know our capabilities and be able to employ a variety of strategies during the job interview.

I. Goal: The student will understand the elements of an effective interview.

Objective:

1. Outside of class, you will prepare a resume as outlined in class.
2. Outside of class, you will prepare an employment outline with at least ten questions.
3. In class, you will participate in two role-playing employment interviews. The principles of effective interviewing will be demonstrated with 90% accuracy. Each student will have an opportunity to role-play an interviewer and interviewee.

UNIT V

Readings

For Objectives 1-3

Stewart/Cash, Chapter 7
Allen, Chapters 1-12
Bassett, Glenn A., Practical Interviewing: A Handbook for Managers
Black, James J., How To Get Results From Interviewing
Einhorn, Lois J., et. al., Effective Employment Interviewing: Unlocking Human Potential
Rogers, Jean L. and Fortson, Walter L., Fair Employment Interviewing

UNIT VI

Performance Interviewing/ Discipline Interviewing

When making judgments about an employee's performance, the decision should be made based upon an established set of standards. The standards should apply equally to all employees. Effective appraisal interviews should occur at set intervals. Promotion, salary, and discipline interviews tend to be situational and occur when there is a need.

I. Goal 1: The student will understand the principles of effective performance appraisal interviewing.

Objectives:
1. Given a list of ten performance appraisal statements, you will identify those which are true and those that are false.
2. In class, the student will participate in a role-playing situation on performance appraisal. You will be expected to demonstrate performance appraisal techniques with 90% accuracy.

Goal 2: The student will understand the principles of effective discipline interviewing.

Objective:
1. In class, the student will participate in a role-playing situation on discipline interviewing. You will be expected to demonstrate effective disciplinary interview techniques with 90% accuracy.

UNIT VI

Readings

For Objectives 1-2 & Goal 2, Obj. 1	Stewart/Cash, Chapter 8 Cummings, L. L. and Schwab, D. Performance in Organizations: Determinants and Appraisals Fear, Richard A., The Evaluation Interview Mahler, Walter R., How Effective Executives Interview Maier, Norman, The Appraisal Interview Strauss, George, and Sayles, Leonard, Personnel: The Human Problems of Management Winstanley, Nathan, Current Readings in Performance Appraisal

UNIT VII

Counseling Interviewing

The counseling interview is a series of interlocking stages. The series begins with preinterview preparation, proceeds to the opening, the body, and the closing, and ends with a postinterview evaluation. Preparation is the key to successful counseling. Our abilities to listen, to question, to inform, and to explain depend upon our past training and experiences.

I. Goal: Students will understand the qualities of effective counseling.

Objectives:

1a. You will participate in a role-playing situation related to counseling a student on academic problems.

or

1b. In 50-100 words you will critique the role-play in class.

UNIT VII

Readings

For Objectives 1a & 1b

Stewart/Cash, Chapter 9
Arbuckle, Dugald S., Counseling: Philosophy, Theory, and Practice
Beck, C. F., Guidelines for Guidance
Benjamin, Alfred, The Helping Interview
Evariff, William, Helping Counselors Grow Professionally
Parker, Clyde, Counseling Theories and Counselor Education
Rogers, Carl R., Counseling and Psychotherapy
Sullivan, Harry S., The Psychiatric Interview

UNIT VIII

Persuasive Interviewing

Effective persuasive interviews are efforts to establish common ground between persuader and persuadee. Both parties recognize the necessity of compromise and the value of aiming for realistic goals. Persuasive interviews are carefully planned and adapted to the situation. Effective persuasive interviewing includes the elements of quality listening and effective communication.

I. Goal: Students will understand the structure and techniques involved in effective persuasive interviews.

Objective: You will select a current controversial issue and a potential persuadee who feels differently toward this issue. Make a thorough analysis of the persuadee, including physical and mental characteristics, socioeconomic background, psychological makeup, values, and beliefs. Following the analysis, answer these questions: What difficulties did you encounter in finding relevant materials? How did you determine what information was relevant? How would this analysis affect your persuasive strategy? The answers to the above questions will be discussed in class and handed-in at the conclusion of the discussion. Students will achieve 90% accuracy on the answers to the questions.

UNIT VIII

Readings

For Objective 1

Stewart/Cash, Chapter 10
Markham, Reed, Effective Speechwriting: A Twentieth Century Viewpoint, Chapter 2
Andersen, Kenneth E., Persuasion: Theory and Practice
Brown, J.A., Techniques of Persuasion
Fotheringham, Wallace C., Perspectives on Persuasion
Larson, Charles U., Persuasion: Reception and Responsibility
Lerbinger, Otto, Designs for Persuasive Communication
Minnick, Wayne C., The Art of Persuasion